ADVANCED PLACEMENT UNITED STATES HISTORY

***Hernando High School***

***Mr. Andrew Edwards***

**FOR THE PARENTS**

Thank you for letting your child be a part of AP U.S. History (APUSH). One purpose of this course is to develop higher-level critical thinking skills by emphasizing analysis and evaluation as well as knowledge of factual content. As a parent, you may need to take into account that this course must necessarily differ from traditional college preparatory classes in the following ways:

* At least half of a student's grade may be based on formal essays.
* Individual tests will cover a significantly greater amount of information than the student may be accustomed.
* Homework consists primarily of reading assignments for which students are responsible for the mastery of factual information. Students will be tested on material not covered in class. **Reading is absolutely necessary to do well in this class.**
* Grades are based solely on the quality of the end product.
* There are relatively few graded assignments each nine weeks.
* There is **NO** extra credit work.
* **Responsibility for mastering the material rests with the student**.

AP U.S. History is a college level course and can be demanding for college preparatory students. Please keep this in mind when you establish expectations for your child's performance. Rote memorization will be insufficient even for objective testing. Students must be able to demonstrate analytical and evaluative skills through the written word. Please continue to have high expectations for your child while being supportive and understanding that they are being asked to perform at a higher level than they have been asked to do in the past.

The AP U.S. History exam given in May could allow your child to receive college credit if they score a 3 or higher on a 5 point scale. The exam covers a great deal of material from 1607 to present day. As stated above, the responsibility of learning this information will rest largely on the student. Class discussion will be effective only if the student has already been introduced to the facts in the reading. I will be at the school most of the week prior to school starting. Students may come by room 407 during that week to pick up their textbook early if they would like.

To further aid students in preparation for this class and ultimately the AP exam I am recommending students purchase an additional book. *United States History: Preparing for the Advanced Placement Examination* is an excellent review book for the AP exam containing sample questions and tips for writing essays. It also provides thorough topical summaries that correlate well with the classroom textbook. The cost of the book is $18.00. I will collect money the first week of school or you may try to get one from former students.

Please email me at [andrew.edwards@desotocountyschools.org](mailto:andrew.edwards@desotocountyschools.org) if you have any questions. I am here to help your child succeed. I am certain 20010-2011 will be a fantastic year.

Thank you,

Andrew Edwards

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**FOR THE STUDENT**

Welcome to AP U.S. History (APUSH). This promises to be a class like you have never had before. It will challenge you to take a greater responsibility for your own learning. In the past you have most likely gained most of your information from the teacher, worksheets and handouts. In APUSH you will learn most of your factual information from outside independent reading while class time will be devoted to discussions analyzing and evaluating this information. Failure to keep up with reading assignments will impact your grade. It will no doubt be a challenge, but I feel certain that each of you are prepared to overcome it. Do not get discouraged. It will get easier as you become more confident in your own skills and don’t forget to ask for help when you need it – that is why I am here.

Good writing skills are also an essential part of APUSH. Formal writing will make up a large part of your grade. The supplementary text provides extremely useful tips on historical writing. This is not an English class and classroom instruction will NOT be given on essay-writing skills. I will make suggestions on how to improve your writing after your first essay.

The first nine weeks of this class will cover a tremendous amount of information and we will move very quickly. The first four chapters (exploration and colonization) will be tested open book during the first week of school immediately followed by a five-day unit on development of the colonies. **We have no time to waste so here is your first assignment:**

* ***Read*** Chapters 1-4 in *America: Past and Present* (Hint: most of the test is on colonial development, not exploration) – You may pick up your book in Room 407 between Advisory Period Monday, November 15 through Friday, November 19 or it will be assigned the first of the new semester.
* ***Compile brief notes*** for yourself as you read. Take into account Primary Sources (articles, pictures, journals **from** the time period) and Secondary Sources (articles **about** the time period)
* ***Define and identify*** the assigned terms and people in the first four chapters– due the **FIRST DAY** of class
* Use the enclosed outline to aid in your reading. This is NOT a regular outline. It is to help you understand ***CHANGE OVER TIME***.
* Be prepared for an **open book test** to be given the first Thursday and Friday of school. No extra time will be allowed. You will be allowed to use your textbook, vocabulary and any notes you may have made.

I am looking forward to meeting each of you. If you have any questions, please email me at [andrew.edwards@desotocountyschools.org](mailto:andrew.edwards@desotocountyschools.org). Let me know of any concerns that you may have. I am certain this will be an outstanding year.

Sincerely,

Andrew Edwards

***APUSH OUTLINE***

***CHAPTERS 1-4***

I. Discovery and Settlement of the New World, 1492-1650

1. Europe in the sixteenth century
2. Spanish, English, and French exploration

C. First English settlements

1. Jamestown

2. Plymouth

D. Spanish and French settlements and their long-term influence

E. American Indians

II. America and the British Empire, 1650-1754

A. Chesapeake country

B. Growth of New England

C. Restoration colonies

D. Mercantilism; the Dominion of New England

E. Origins of slavery

III. Colonial Society in the Mid-Eighteenth Century

A. Social structure

1. Family

2. Farm and town life; the economy

B. Culture

1. Great Awakening

2. The American mind

3. "Folkways"

C. New immigrants